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## The Mystic, December 2, 1927

Moorhead State Teachers College

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## FARGO PIANISTS FEATURE CHAPEL

MUSIC PROGRAM UNDER DIRECTION OF PRESTON; DR. J. W. HOLLAND GIVES TALK

The Music department presented Mrs. Frank Temple and Miss Myrtle Johnson in the first of a series of two piano recitals during chapel hour on Wednesday.

Mr. Preston said that the primary purpose of these recitals was to create an appreciation for the work of the early musicians in the minds of the student body. The program was as follows:

Allemande Couperin  
Prelude and Fugue in C Minor Bach-Bauer  
Sicilienne Bach-Bauer  
Mrs. Frank Temple, Myrtle Johnson.  
Leave Me in Anguish Handel  
Angels Ever Bright and Fair Handel  
Daniel Preston, tenor.  
Variations on a Theme Hayden  
Mrs. Frank Temple, Myrtle Johnson.

The second of the series will be given in January and will present music of Mozart and Beethoven. "This series is an unusual opportunity for the student body to acquaint itself with these classics," says Miss Lumley, "and one which each individual should appreciate highly."

### Holland Speaks of Puritans.

A big feature of the thirty-ninth annual commencement held in chapel on November 23 was an address, "The Modern Pilgrim," delivered by Dr. John W. Holland, pastor of the First Methodist Episcopal Church of St. Paul. In going back to the days of the Puritan, Dr. Holland reviewed a few of their standards, some of which were: God as a basis for everything, an inflexible idea of right and wrong, the freedom of man, and universal education.

His original poetry, especially the poem entitled, "Lay Down the Hammer and Pick Up the Horn," proved to be particularly interesting.

Dr. Holland's contention is that America is becoming a "city nation" of semi-lawless people. In order to better this condition, his advice to the graduates was this, "We can fortify American best by going back to the days of the Puritan."

Ten students received advanced diplomas at the exercises. The diplomas were presented by Dr. O. J. Hagen, resident director.

### Plays Presented.

The second and third series of plays being presented by the Dramatic Club were given on November 18. These plays, "Nevertheless" and "The Medicine Show," showed some fine acting on the part of the members who took part.

## EXHIBIT SPONSORED BY ART CLUB WELL LIKED

The exhibit of woodcuts sponsored by the Art Club the latter part of the fall quarter was well attended. The exhibition, furnished by the American Federation of Arts, is by Rigden Read of England. Mr. Read received the Gold Medal of the California Print Society in 1926.

Miss McCarten states that her special classes in art work are well filled.

## MISS LOMMEN TO SPEAK AT LAMBDA MEETING

Miss Georgina Lommen, director of the College training school, will speak to the members of Lambda Phi Sigma Monday evening, December 5. Her topic will be "Recent Literature About Ourselves."

Miss Hilda Sorkness, supervisor in the Sunnyside affiliated school, will give several vocal selections.

## THANKSGIVING AT THE DORMITORIES ALSO

About twenty-five girls stayed over Thanksgiving vacation in the two dormitories. A splendid dinner consisting of everything from turkey and cranberries to candy and nuts was enjoyed Thanksgiving Day. The beautifully decorated tables were greeted with many "ohs" and "ahs" of pleasure and admiration which were a tribute to the decorator, Miss Dahl.

Outside guests who enjoyed the dinner were Miss Agnes Carlson, Mrs. Goodhue, Miss Paulson and Miss Maxine Hegland.

Without a rich heart, wealth is an ugly beggar.

## Vikings, Sons of Old Sod, and Norsemen Bold Fight Gamely for Basket Supremacy

Let this be the saga of the Norsemen bold, of the descendants of the Vikings of old; long may their praises ring.

On Monday, last, the Swedes proved their insistent claims to supremacy in nationality, by downing the English 23-20 in a furious basketball game that smacked very much of football, soccer, and whippet-racing.

This victory came a week after their victory of the Norsemen, 24-19, and of this battle will we treat first.

With their first appearance on the floor, the madly-cheering audience could discern a vast difference in the teams. The Swedes, with several cups of coffee recently embodied, presented an air of cocky confidence. They surveyed the husky forms of their opponents with scorn, meanwhile getting rid of their several chews of snuff. The Norsemen entered the gym chewing madly on pickled herrings, but when they saw the looks of the Swedes, they broke down and cried.

The game resembled a football game at times, especially when Baldwin made 20 feet off left tackle.

The score was a true indication of the relative merits of the squads. Vinz, a Norse by courtesy only, could have made more baskets, but he was continually calling for a comb and thus was distracted. Art Simson could have prevented Baldwin from making a basket, but one of the Vikings on the balcony played a reel on the accordion and Simson executed one of those picturesque Swedish folk dances.

As a basketball game it was a fine demonstration of hockey. The Swedes, their confidence restored by their victory over their Scandinavian brethren, next battled the English. This game was one of those fierce combats where self is forgotten and teamwork becomes prominent—for its absence.

Zech and Wambach had just finished their evening delicacy of pretzels and sauer kraut and were a bit doggy; so the game lacked some of the thrills that could have pleased the vast number of spectators—both of them. Vinz and Baldwin renounced their allegiance to their former nations and appeared again for the English and Swedes, respectively.

When the Swedes appeared on the floor, three cheers were given with a will, but just what was in the will, and how it played any importance in the fray was not revealed.

Referee Erny Anderson of the Comstock A.C. acted as major domo, assisted by four minor domos. The Sons of the Old Sod protested against the odor of snuff upon their opponents and so a boy was sent to Litherland's for a box of May Breath—he never returned.

(Continued on Page 4)

## LAMBDA PHI SIGMA HOLDS CEREMONIAL

The Lambda Phi Sigma initiation and banquet was held at the Commercial Club rooms in Fargo on November 19. The initiation ceremony took place at 5:30 o'clock and was followed by the banquet at 6:00 o'clock.

The dining room was decorated in green and gold, the fraternity colors. There were forty-one guests present. Following the banquet a picture was painted, "The Vision of M. S. T. C."

Artist Mr. Ole Sande  
Structural Lines Miss Evelyn Johnson  
Color Dolores Spaulding  
Harmony Claude Nemzek  
Music Miss Helen Vigen

The Builder—Cadman.  
The Star—Rogers.  
An Explanation—Coleridge Taylor.  
Graphic Vocabulary—Mr. S. A. Hamrin  
The Picture Framed

Pres. R. B. MacLean  
The out of town members who attended the banquet were: Myrtle Rennacker, Helen Malvick, Detroit Lakes; Mrs. Ruth Dillavan, Helena, Mont.; Agnes Duffy, Billings, Mont.; Francis Hall, Doran.

## TWO FORMER STUDENTS OF THE COLLEGE WED

Adolph Reski and Catherine Priewe, former students of M. S. T. C., were married Wednesday, November 23, at Casselton, N. Dak.

Mr. Reski received the Advanced Diploma in June, 1926. He was active in dramatic work at the College, taking a lead in the class play, "Jeanne D'Arc," presented that year. Mrs. Reski received the Advanced Diploma in June, 1925.

Mr. and Mrs. Reski are members of the Dilworth school faculty.

## PUBLICATION STAFFS TO HAVE ANNUAL PARTY

The Praeceptor and MISTIC staffs will sink their journalistic cares and worries and will get together for the evening, Saturday, December 3, for the annual party which will be held in the Music Room in Weld Hall.

Entertainment for the evening will include various stunts, games, and dancing. An entertainment committee headed by Florence Gregerson, and a refreshments committee of which Basil Townsend is chairman, were appointed by the editors-in-chief of The MISTIC and The Praeceptor.

## 4 PEDS NAMED TO CONFERENCE TEAM

EDWARDS, ZECH, RINGDAHL, AND C. NEMZEK ON FIRST TEAM; ERICKSON, SMITH SECOND

The All-Conference football team was selected last Monday at the annual meeting of the coaches at Fargo.

Besides picking the teams, conference coaches elected officers, and Valley City State Teachers College was awarded the conference track meet.

Officers elected are: J. E. Morrison, Valley City, president; Earl Bute, Wahpeton Science, vice-president; Karl Erickson, Jamestown, treasurer. Valley City, champions of the conference, placed three players, Moorhead, second, and Wahpeton, third in the race, placed four each, and Jamestown placed three.

The team is as follows: Lunday, Wahpeton, and C. Nemzek, Moorhead, ends; Fiola, Valley City; Achter, Wahpeton, and Gusner, Jamestown, tackles; Tabor, Valley City; Strubble, Wahpeton, and Ringdahl, Moorhead, guards; Stone, Jamestown, center; Edwards, Moorhead, quarterback; Eckel, Valley City; Butcher, Wahpeton, and Hubert, Jamestown, half-backs; and Zech of Moorhead, full-back.

Besides placing Zech, Edwards, Ringdahl, and Nemzek on the first team, the Peds also placed Erickson and Smith on the second team as tackle and guard, respectively.

## OWL STUDIO GETS CONTRACT FOR PHOTOGRAPHS

The contract for taking photos for the Praeceptor was given to the Owl Studio, 113 1/2 Broadway, Fargo, N. D.

These pictures must be taken before Christmas and as an incentive the studio has offered a special price of \$5.00 a dozen on photos that can be used for Christmas gifts. All pictures must be taken at this studio. By promising all the work, a better price can be obtained for cuts.

Freshmen may get their cut for the Praeceptor for \$1.25, but if they wish a mounted photo in addition, the total cost will be \$1.60.

The price for Sophomores, Juniors, and Seniors will be the same as last year, \$2.50 for a cut in the Praeceptor and 25 application pictures.

This year's Praeceptor is everybody's annual, and every student is entitled to an individual photo, according to Basil Townsend, photo editor.

## MISS SWENSON VISITS AFFILIATED SCHOOLS

Monday, November 28, Miss Anna Swenson, assistant state rural school inspector and an alumna of the college, Co. Supt. S. O. Tang, and Mr. Sande, rural supervisor, visited the Sunnyside, Clearview, and Rustad schools.

The purpose of Miss Swenson's visit to these affiliated schools was to check over these schools with a view to having them accredited.

A rural school which has nine months of school, an advanced graduate as a teacher, has an average attendance of at least 85%, and comes up to certain standards in equipment and instruction can graduate its pupils from the eighth grade without requiring state board certificates in the same manner as they are now graduated from graded town schools. When pupils are graduated and enter a standard high school they are accepted by the state high school inspector for state tuition.

On Tuesday, November 29, Miss Swenson was the principal speaker at the annual meeting of Clay county rural school officials at the court house.

## M. S. T. C. CONTRIBUTES \$86.06 TO RED CROSS

M. S. T. C. contributed \$86.06 to the Annual Roll Call Fund of the American Red Cross.

Those contributing were: faculty, \$42.50; college organizations, \$9.50; college students, \$19.50; kindergarten pupils, \$1.50; primary pupils (100%), \$1.60; third and fourth grades (100%), \$2.26; fifth and sixth grades (100%), \$4.00; junior high school (100%), \$5.20.

The membership fee for college students was twenty-five cents. Seventy-eight students are members on this year's Roll Call.

Only two contributions above the regular membership were given. They were given by Miss Mary V. Anderson and Miss Millie H. Dahl of Comstock Hall.

The following organizations contributed: Country Life Club, \$1.00; Junior Senior Class, \$1.00; Sophomore Class, \$2.00; Gamma Nu, \$1.00; Lambda Phi Sigma, \$1.00; Kappa Pi, \$1.00; Pi Mu Phi, \$1.00; French Club, \$1.00; and Freshman Class, \$2.50.

## DEBATES SUPPLEMENT CLASS GEOGRAPHY WORK

The Geography classes were holding modified debates on the St. Lawrence waterway project the latter part of the fall term. The question was: "Resolved; Should the Proposed St. Lawrence Waterway Become a Reality?"

Each class chose one person to uphold the affirmative side of the question and one the negative. Each person gathered up his material and tried to prove his contentions, after which the class voted one way or the other. The vote was a tie in second hour class; the affirmative won in the fourth hour class; and the negative won their stand in the sixth hour class, thus leaving a deadlock on the question.

Too low they build who build beneath the stars.—Young.

## CALENDAR OF EVENTS

Friday, December 2:

3:30 P. M.—Chapel Choir, Auditorium.  
8:15 P. M.—Lyceum number, Auditorium.

Saturday, December 3:

8:00 P. M.—Publications Party, Music Room.

Monday, December 5:

2:25 P. M.—Mixed Chorus, Auditorium.  
7:30 P. M.—Lambda Phi Sigma, J. H. S. Assembly.

Tuesday, December 6:

4:30 P. M.—Chapel Choir, Auditorium.

Wednesday, December 7:

10:10 A. M.—Chapel Assembly, Auditorium.  
4:30 P. M.—Chapel Choir, Auditorium.  
6:45 P. M.—Country Life Club Social Hour, Gymnasium.

Thursday, December 8:

9:15 A. M.—Mixed Chorus, Auditorium.  
3:30 P. M.—Student-Teachers' Conference, Observation Room.  
4:30 P. M.—Chapel Choir, Auditorium.  
6:45 P. M.—French Club, Room 30.

Friday, December 9:

7:00 P. M.—Radio Club broadcasts over WDAY.

## FORMER STUDENTS, FACULTY AT M.E.A.

MANY CLASSES REPRESENTED AT STATE BANQUET; ALUMNI HEAD GIVES OUT LIST

The following former M. S. T. C. faculty members attended the State M. E. A. at Minneapolis and the Moorhead Teachers College Alumni banquet at the Curtis Hotel:

Dr. Frank A. Weld, who was formerly president of the College and is now editor of the American Educational Digest at Lincoln, Neb.

Miss Belle M. Deams, now of the State Department of Education, was head of the Training School for about fifteen years.

Mrs. Coveney Grendall, formerly Miss Coveney, school nurse at the College from 1919 to 1921, is now at 3101 Keewaydin Place, Minneapolis.

Miss Belle Dredge, 2814 Portland avenue, is teaching in Minneapolis. She was at one time head of the Junior High School department of the Training School.

Miss Tryphena Anderson, now at 2732 Pillsbury avenue, Minneapolis, is Research Librarian at the Munsingwear Corporation. She was Dean of Women at M. S. T. C. several years ago.

Miss Flora Trites, 583 Lincoln avenue, Minneapolis, is a member of the State Department of Education. Miss Trites was formerly a member of the College Education Department.

The following are those registered at the dinner: Mrs. Hugh E. Albers, Clara Alsaker, Leona M. Ammel, Menses L. Anderson, Tryphena Anderson, C. P. Archer, Ella C. Aune, Ruth Back, C. A. Ballard, Jennie A. Barsness, Mary McLaughlin Bengtson, J. P. Bengtson, H. A. Bergh, Ermagard Bergquist, Phoebe Bergquist, Margaret E. Bieri, Gladys M. Bridel, Agnes Brohaugh, Edith Campbell, Gladys E. Carlson, Harold Carlstrom, Mrs. Isabelle Casey-Almen, Adele E. Coffin, Gladys Converse, Miriam Cordes, Cora Corneliusen, Sentina Crema, Millie H. Dahl, Belle M. Deams, Eleanor M. Dougherty, Fern M. Doyle, Zieda J. Drake, Belle Dredge, Elizabeth DuRocher, Nels M. Engen, Alma I. Enger, Mrs. Hanna Freeberg Erickson, Louise A. Ersted, Julia M. Eskelson, Clara Everson, Pearl Fisch, Mabel Ford, Flora M. Frick, Catherine Gallagher, Lue E. Gannon, Beryl Sparks Green, Mrs. Annie Tripp Grefeth, Mrs. Coveney Grendall, Bendika Hagen, S. A. Hamrin, Mary E. C. Hanley, Ella A. Hawkinson, Louise Hendrickson, Mrs. Abbie Walton Hill, Clara Overby Holand, Minda Lovaas Holme, Sarah Hougham, Conrad D. Hovden, Mrs. Conrad Hovden, Marie Hribar, Delphine Huggett, Ruby Huggett, Charlotte Sprague Hull, Edith Humphrey, Albert Ingberg, Beatrice M. Jerde, E. Louise Johnson, Jean Johnson, Josephine Johnson, Inez W. Johnson, Ragnhild Johnson, Ruth E. Johnson, Mrs. L. M. Kolosky, Florence Korth, Elsa C. Krabbenhoft, Mrs. J. Annabel Huslon Krellitz, Lottie S. Krostue, Elizabeth E. Lamb, Lola LaValley, Katherine Leonard, Esther Lindquist, Mildred R. Linty, Georgina Lommen, Julia A. Lommen, Olga L. Lommen, Marvel Loughlan, Margaret Lowham, Mary Conant Lindholm, Mabel E. Lumley, Gertrude J. Lumpkin, Lucille H. Lyons, Anne Lyslo, R. B. MacLean, Mrs. R. B. MacLean, Elizabeth Madden, Mary Alice McLaughlin, Hildegard LaValley Meeker, Alma L. Melbustad, Pearl E. Miller, Kathleen Molan, Mrs. Elizabeth Nannestad Murray, Leonard C. Murray, Louise Murray, Florence Staveland Nelson, Katherine Nelson, Mrs. Ann L. Nickles, Jennie M. Owens, Ann L. Patterson, Florence Peterson, Lillian Peterson, Hazel Peterson, Hazel A. Peterson, Emily Petzold, Curtis M. Pomeroy, Agnes Redlinger, Marie Redlinger, Myrtle E. Rennacker, Jean Robertson, Wallace Rosel, Florence Eklund Runyan, Fred W. Sanders, Mrs. Fred W. Sanders, Annie S. Sand, Cora Solomson Sande, Ole R. Sande, Agnes J. Sands, Esther Schroeder, Lucy M. Sheffield, Clementine Small, Louise C. Sorkness, Edith Stadium, Rudolph Stafne, Olive Stanley, Anna Swenson, S. O. Tang, Aurora Tengblad, Marie C. Thomason, Mrs. Cora Johnstad Thronson, Alfred Tollefson, Flora Trites, Mary L. Tully, Mrs. Marie Faulders Warner, Herman Webber, Frank A. Weld, Henry B. Weltzin, Mrs. H. B. Weltzin, Hannah Wessberg, Ethel V. Westerson, Lavina Westerson, Orlean J. Wiek, Mrs. Dan A. Williams, Mrs. Margaret Stodder Williams, Elizabeth Youngdahl, Sophia R. Zahl, Lois M. Zickefoose, Mrs. Leah Whitmer Ziegler.



THE MISTIC

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A NEW TERM

Again we set out on our second journey of the year. A new host of interesting experiences, duties and pleasures are before us. What an opportunity! We review the past enterprise with satisfaction and regret. We have learned many things but how many we have not learned through our own inappliance and indolence. Perhaps we have lacked thoroughness in preparing our lessons: the kind of thoroughness that makes cramming unnecessary at the end of the term. Or perhaps we have slipped up more often than we realized.

These things all have a definite value. We shall profit by them. Then, too, there is the spur of marks. How are we to make this new journey? The trip and the final destination depends on us. We can make it what we please!

—H. I. H.

MINNESOTA MOVES FORWARD

With the announcement recently of the action of the Minnesota County Superintendents in convention at Minneapolis, education in the state, and particularly rural education, has taken another step forward. This group has, in conjunction with the state department, decreed that rural school graduates will not be required to take state examinations if the school is accredited. To be accredited a rural school must employ a teacher with two years of professional training, must have school for nine months, and must have equipment such as is required for state aid.

In other words the state has decided that those rural schools which are trying to do good work are to be placed on a par with town elementary schools in accrediting.

This ruling means that rural schools, as time goes on, will come to demand two-year graduates. That these rural teachers with a more thorough training will come chiefly from teachers colleges is evident when it is considered that the state commissioner of education stated recently that he does not favor the extension of high school teacher training departments beyond the one year of post-graduate work which they are now offering. The effect on the teachers colleges in the years to come should be noticeable.

The MISTIC predicts, not on the basis of official or unofficial information, but merely on the constant and widespread tendency to improve the quality of our schools by raising professional standards, that in time rural and elementary school teachers will do their first year of work either in a standard junior college whose faculty will have a master's degree or equivalent preparation in research and professional work as a requirement, or in a teachers college.

It predicts the raising of the standards of the elementary teacher in the years to come so that that teacher will be on an equal plane professionally with the high school teacher with his four years of preparation. The elementary teacher with a degree from a teachers college has forty hours of professional work as compared with twenty-four hours of the high school teacher. In time, probably, institutions which train high school teachers will give a more thorough professional preparation also to its graduates. It would seem strange that the high school teacher should receive any less thorough training in education than the elementary teacher is required to get for a degree. Yet the average Minnesota college, in addition to the smaller requirement, last year had only 1½ people in its education department as compared with an average of five in the average state teachers college, and offered eight courses in education during the year as compared with more than twenty in the average state teachers college.

Education in Minnesota is "looking up."

—B. D. M.

YOUNG GLORY

"I fear that I don't know America yet," said an English guest of mine at the club the other night. "I have been to America several times. I have listened a great deal more than I have talked. I read your magazines and newspapers. Yet there must be an America which I have not seen". . . .

"You see," my guest continued, "I can not quite put aside a vague but persistent impression that America must be very great, not in size and numbers only, of course, but in quality, in some mysterious power I have so far missed. Yet I must confess that I find everywhere the opposite,—a great quantity of effort and output, but little quality; a great number of notions, but few ideas; a wilderness of prejudices, but few principles. If I went by superficial impression, by what I see and hear and read, I should say that half your people seem to be boosters and the other half blasters. You will forgive my speaking so frankly and fully. I am really asking a question."

"Well?" I replied, then lighted my pipe slowly so that he might take heart and go on.

"But you must not answer my question with another," he answered. Then he took to lighting his own pipe. But Exacticus, the most talkative member of the club, saved me. . . .

"May I remind you, sir," he began, "of a few lines about England by an English poet?"

"If England was what England seems, An' not the England of our dreams, But only putty, brass, an' paint, 'Ow quick we'd drop 'er!—but she ain't!"

"Yes, that's quite to the point," replied my English guest. "But, you see, I could tell you what England is; so now, if America is not what America means, then you must tell me what she really is."

"Well," I began, "that's not so easy. There are so many contradictions. The picture is so complicated, so changing—"

"Rubbish!" put in Exacticus with his usual urbanity. "The main picture is consistent enough. Don't confuse us with your red herrings drawn across the trail." Then turning to the Englishman: "The boosters and the blasters do make most of the noise, but we don't take them seriously. Perhaps you do not realize that our chief recreation is exaggeration. We all love a circus in our time off. Mencken with his hell-fire on earth is just as necessary a part of the show as Straton with his hell-fire in the next world. We used to have only boosters,—linguistic fireworks, 'the American eagle screaming for all it was worth.' It was a one-sided show. Now we have the foil to it,—linguistic pyrene, bored cosmopolites hissing for all they are worth. It's a better show, but it's only a show."

"But the reality?" queried the Englishman.

"I was coming to that," said Exacticus. "Just get clear in your mind that Old Glory and Young Shame are merely diversions. The reality is Young Glory. Lindbergh, if you must have a spectacular case; but you'll find the same simplicity and honesty and intelligence in all sorts of plain people. Sinclair Lewis thinks them commonplace, but they're the people who make the world go round. Why, sir, his own Main Street region refutes him: it has turned out those dreadfully commonplace Americans, —Arthur E. Morgan, Lindbergh, and Lewis himself! And if Lewis would get a new pair of glasses,—but there, he's one of the blasters. I'm getting off the track and making the picture as complicated as the Pedestrian started to tell you it was. Just keep your eye on the plain people. They don't break the laws much, they don't often make the headlines, but they make the world go down. They are rather crude still (that's why I call them 'Young Glory'); they're only beginning to understand the arts; and they are sometimes grossly ignorant of Europe,—just as Europeans are sometimes ignorant of them. But they're not the caricatures you put in Punch. They are not without social grace and modesty, even if they are not wholly preoccupied with it, and they are rare good company on an outing or by the club fire. They're so alive and so square". . . .

Talking later to Exacticus, I remarked, "That was a very good reply of yours,—and a temperate one for you, I must say!" "Well," he answered, "your English guest was so courteous that I had to speak softly. But to the blasters and boosters and the foreign lecturers who think they know what we are, I feel like quoting your seafaring friend, Judah Cahoon: 'Close your main hatch and don't try to unload that cargo of lies on me'."

—The Forum, September, 1927.

and the men of the college give the alumni a right to come? No.

How, then, can Mr. Iverson justify his letter to The MISTIC? Class parties, and this includes the Freshman party that Mr. Iverson had in mind, at times have been listed on The MISTIC calendar as all-school parties. That at once gives us a very logical reason for the presence of alumni at class parties. The fact to be remembered in this regard is that All School Parties and Class Parties are not the same. All school parties are generally sponsored by the Student Council. The Council has taken a very definite action in regard to the alumni. It has provided that all two-year graduates or four-year graduates are invited to all-school functions. Now that may explain some of the troubles that we have had to face.

I can also see a second reason why Mr. Iverson has a complaint. Some of the members of the Freshman class asked him to come to the party. Why shouldn't he come? This leads me to the conclusion that a great injustice or offense has been inflicted on Mr. Iverson. Remember, I do not wish to convey the idea that a great injustice has been inflicted upon the alumni, but on the other hand, individually on Mr. Iverson. He was invited by members of the class to their party. Then they tell him that he cannot stay. Who is to decide? I still maintain that classes are in the same category as other campus groups. Why, then, are the members of the classes denied the privileges that are granted to members of other campus groups? One privilege is that of inviting guests.

—C. NEMZEK,  
President, Student Council.

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THE OPEN COLUMN

THE ALUMNI AND SCHOOL FUNCTIONS

Sometime ago The MISTIC printed an article written by Ralph Iverson. Mr. Iverson seemed to be under the impression that the alumni are not welcome at their Alma Mater. To be more specific, he said that we are driving our alumni away. In short, Mr. Iverson's words are very bitter. The faculty and student body resented his statements very much. This resentment has been brought to me. Therefore I shall endeavor to answer the charges or reproaches of Mr. Iverson, call them what you wish.

In the first place, what is the bone of contention? What was Mr. Iverson harping on? He seemed to be offended because of the stand taken concerning the admittance of alumni to the Freshman class party. This party was held a few weeks back in the College Gym. The announcement of the party in part read: "The Freshman Term Party will be held in the gym this evening. All the Freshmen, the faculty, and the student body are invited."

It seems very clear to me that the alumni are not invited. Why should they come to a class party when they are not invited? The meaning of a class party may throw some light on that question. First of all, where has the meaning originated? In the second place, when did it originate?

A class party, as I see it, is the same as a party given by any of the other campus organizations. The class party is less formal; the number of guests is usually larger; and the method of inviting is somewhat large in scope. There is no doubt in the minds of the members of the social organizations on the campus concerning who is to come to the parties. On the other hand, the class parties are more indefinite. The invitation is more or less in the nature of a general announcement. The fact that classes are not thought of as campus groups leads one to believe that his presence at a class party is of not much consequence. As I observe the situation my last statement is the gist of a traditional idea that has passed from class to class and from year to year. That traditional idea has been handed down by the alumni. They formulated the principle.

Now have I a right to place classes in the same category as other campus groups? When a person registers, he is classified as to which year he belongs to. This means that he belongs to a definite group. Each group elects officers; they pay dues; and they carry on functions and meetings as other campus groups do. Why then shouldn't they have a right to hold private social functions? Does the fact that they invite the faculty

Continued Col. Five,

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## THE BOOK SHELF

## NEW BOOKS

- Berenson, Bernhard: Central Painters.
- Berenson, Bernhard: Venetian Painters of the Renaissance.
- Casey, W. C.: Masterpieces in Art.
- Montague, C. E.: Right Off the Map; A Novel. It is a remarkable tribute to "Right Off the Map" that it was given first place in October by all the members of the selecting committee of the "Book-of-the-Month Club." It was characterized by this committee as a satiric "debunker" of war and of the methods by which war is brought about. "The author (although mature in years and a hater of war) enlisted as a private in the British army because he preferred to fight rather than to philosophize about it. This story, then, is the product of the crucible of conflict. It digs below what people say and think about war and gets down to what we call 'the inside story.' It is a brilliantly interesting story—a real book, lucid, original, challenging." (Book-of-the-Month Club News.)
- Moore, A. C.: Cross-roads to Childhood. A new book, uniform with her "Roads to Childhood" and "New Roads to Childhood," by America's foremost authority on children's books.
- National Geographic Society: Cumulative book index to the National Geographic Magazine, 1899-1925, with a supplement for 1926. There is no magazine in the Library that has a wider use than the National Geographic with its authentic accounts of geographic subjects and its splendid picture materials. The new cumulative index fills a long-felt want for a handy reference guide to the set, which is complete in the bound magazine section of the Library.
- Oswego Normal School: Outline Course of Study in Geography.
- Robinson, E. A.: Tristan. The poet tells anew the age-old story of Tristan and Isolde.
- Watson, J. B.: Behaviorism. This is the first popular presentation of the new behavior psychology. "Dr. Watson, whose experiments at John Hopkins University are famous the world over, is America's most distinguished scientist in the field of psychological research. By means of this series of 'Lectures-in-print' he now shows how practical behaviorism has become in guiding human life."
- Weston, H. E.: A book on paper, giving in a non-technical way information on present-day practice in the manufacture of pulp and paper as well as something of the history and importance of the industry.

## BOOK DIGEST

## RURAL LIFE AT THE CROSS-ROADS

(By Macy Campbell)

Rural life today is at the cross-roads. It has reached a critical period. Either the farm group must learn to co-operate successfully or it must go down into economic servitude. The hope of rural America lies in the education of its youth. Better education and better organization are the only hope of saving American life from peasantry, which many students of history declare to be the inevitable end of every agricultural people. If the American farm people are permitted to descend into peasantry they will eventually pull down the nation after them. This, too, is the warning of history. The hour is struck. Which way rural life?

The American people have the financial power, when it is rightly harnessed to the task, to educate properly both the children of the urban communities and the children of the rural communities. We must take this wealth from where it is and use it to educate the children where they are.

Farmers of America, the challenge to you is to wake up and gird yourselves for battle! The call to you is to stand up and be men among men, business men among business men, statesmen among statesmen. Your opponents are organizing; they are schooling their youth to win the great game. They have made great progress. Will you continue to let them out-think you? Will you continue to send the youth of the farm into the fight under the hopeless handicap of the hardest task and the poorest schools?

Landlordism, farm mortgages, excessive taxes on farm property, and the depreciated buying power of the farm are now robbing those who labor on the land of more than half the new wealth they produce from the soil each year. These farm evils are steadily increasing. How long can this continue? What will the outcome be?

Intelligence and business acumen cannot be created by legislation. Legislation can only provide the ma-

chinery which helps to put into effect the sound business principles upon which an enlightened people have agreed to co-operate. As long as farmers are neither able to think their way clearly through their business problems nor to agree on the course to be pursued, legislation can do little for them, and the decay of rural life must continue.

It is not only necessary to produce on the farm, but the produce must be marketed. The practice of the farmers in individual marketing teaches him nothing. "He cannot become expert in merchandising by following a plow and looking at the hind end of a horse all his life."

In the early history of our national life we found it necessary to educate the common man to co-operate intelligently with his fellows in carrying out the civic purposes of the new republic. Education must now prepare the farmer to co-operate intelligently with his fellows in making a success of group marketing. By this means he will be able to preserve his economic freedom.

The overcoming of the inability of farmers "to stick together" must begin in childhood. Theodore Roosevelt stated: "If you would do anything for the average man, you must begin before he is a man. The hope of success lies in working with the boy and not with the man."

With this challenge to the rural educator and to the farmer Macy Campbell goes into an interesting and intelligent study of the practical application of educational movements. His discussion of co-operative marketing is tersely written and is supplemented by a generous supply of vivid illustrations.

Homer H. Seerly, president of the Iowa State Teachers College, says: "The developing and inspiring of the coming generation of farm owners, farm operators, farm tenants, farm laborers, and farm children are the ends sought by this vital, practical, thought producing contribution to rural sociology, economics, and education. As the head of the department of rural education in Iowa State Teachers College for eleven busy years, as a worker in rural public schools all his life, as a student of rural conditions in all parts of the United States, as an authority on rural problems because of the thoughtful and persistent attention he has given to the conditions underlying the problems, no one has a better right to be heard with confidence that this man of the common people, Macy Campbell, this man of sincere devotion to the service of humanity and of the genuine accomplishments in the field of education in which he has won conspicuous recognition at home and abroad."

—H. J. S.

(Editor's Note: Dr. Archer worked with Macy Campbell from 1920 to 1923.)

## DR. ARCHER CHARACTERIZES MACY CAMPBELL

Macy Campbell was the most outstanding example of self-sacrifice I have ever known. He gave of his time and energy as few have done. Most of the time he would walk three or four miles to his office and arrive at five or six o'clock in the morning. He often traveled all night to deliver an address in the interests of rural schools. He also sacrificed his own money by investing it in research in the interests of the country child and as a result died a poor man.

Whatever he did, he did with all his might. During his college days he won outstanding honors in debate, oratory, and track work.

Those of us who worked with him could not help catching the fire and enthusiasm of his dynamic personality. I sat and talked with him for the last time at Dallas, Texas. He

was as idealistic as ever. He was full of fight for the rights of the rural classes and more especially for the rights of the sons and daughters of the farmer. In two months he passed away in a hard fight in Georgia last winter where he was leading the battle against forces which were trying to prevent the rural child from having a fair chance in education. In the death of Macy Campbell, the nation lost a man who was keen, idealistic, farsighted, energetic, and a friend of all, most especially of the rural child.

—C. P. Archer.

## COLLEGE TRAINING SCHOOL ACTIVITIES

The 7-A class is preparing a two-act play, "A Peep Into a Chinese Home."

Mr. Bordsen's 7-B class in history is doing interesting work in Indian life. The boys are making an Aztec temple in clay while the girls are making an Iroquois Long House. They are studying the symbolism of different Indian tribes, adopting the designs to decoration for ink stands for their homes. They are also working out a large map in which they are showing the location of different Indian tribes. They are making sketches and cartoons to show the life of the Indian and incidents showing the relations of the white man to the Indian.

The Junior High School Club met Tuesday at 1:15 P. M. The following were named assistants to Chief Marshal William Winquist: Leonard Hendrickson, 10th grade; Loren S. Pierce, 8th grade; Edgar Olson, 9th grade; Clarence Schied, 7th grade.

The following program committee was appointed: Olga Stusiak, Margaret Winquist, and Virginia Crank.

The fifth grade has begun the publication of a newspaper called "The Messenger."

The third grade has made peep shows illustrating the Norse feast hall and a trip to Iceland.

The third and fourth grades have made silhouette drawings of the poem, "Thanksgiving Day," by Lydia Maria Child.

The fourth grade pupils received letters from the fourth grade pupils of the Mayville State Teachers College.

The 1-A class has started new reading books. They are making health magazines for reading class.

(Editor's Note: The MiSTiC staff regrets that they were unable to print these notes in the last issue of the paper.)

## GUS AND BESS

Moorhead, Minn.,  
Dec. 2, 1927.

Dear Bess:

I sure am sorry I couldn't come home over vacation but I went home with another kid. He owed me 6 bits and I wanted to be sure to get it back, so I ate up that much in groceries. And don't you believe a word about me having a date while I was there. That is all bologna. I did ask a girl if she would go out with me but I dropped a big chunk of wood on my foot and then I couldn't go see her and really I didn't want to any way, cause I only did it on a dare, so won't you forgive me? These are the true facts of the case and I don't care what anybody else says.

Gee, it seems tough to get back at the old grind. I feel worse than I did last fall, but then I got good marks, anyway—3 D's. Everybody around here looks sleepy and tired and all are grouchy and I am afraid to say anything for fear someone will crown me. By the way there is another set of twins in school by the looks of

things, but these are boys. Vinz says that he wishes these were girls, too. I don't believe I will be able to get a date with any of the Sophomores, as they are all practice teaching and when you say something to them they look at you with a vacant and wearied stare and dash off with an armful of books. If just practice teaching affects them this way what will real teaching do?

I have been out for basketball three days. The first night I was bawled out, the second night I was tired out, and the third night I was kicked out. I don't know how long I will stay at it but I will tell you more of it next week.

Now listen. Remember that girl is a mere incident in my young life. I

will always be faithful to you.  
Love and X's,

"GUS".

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FARGO

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WITH  
Feature Photo Play

(Continued from Page One)

Just to be mean, the Swedes gave a terrible, sinister, malicious sneer, and proceeded to count up 23 points to their opponents 20.

The lineup for the different games are as follows:

**First Game.**

Norskes		Swedes
Lindbloom	LF	G. Simson
Vinz	RF	Fridlund
Bliefeldt	C	Erickson
1384—MISTICE		SEVEN
Oraas	RG	A. Simson
Baldwin	LG	V. Anderson

**Second Game.**

Swedes		English-Germans
Anderson	LG	Edwards
Bliefeldt	RG	Christian
Erickson	C	Vinz
Simson	LF	Zech
Baldwin	RF	Wambach

**ARE YOU INTERESTED IN THIS ART CONTEST?**

James Montgomery Flagg, dean of American illustrators, has consented to criticize and make personal comments to artists who submit drawings of exceptional merit to State Teachers publications and College Humor in their \$2,000 art contest. For more than 37 years Flagg's illustrations have appeared in the leading magazines in America. His comments and criticisms, impossible to be obtained in any other way, should be invaluable to the fortunate artists.

Undergraduate artists may submit as many drawings as desired—on any subject—in black and white, before January 15th. Two other famous artists, Arthur William Brown and Gaar Williams, will decide with Flagg on the winning eighty-one drawings.

Three original drawings by these three artists will be presented to the comic magazines or publications on whose staffs the grand prize winners are regular contributors.

**MANY OF ALUMNI NOW IN SOCIAL SERVICE WORK**

Recent information has disclosed the fact that many alumni are now in social service work. Among them are:

Mrs. Virginia Bennett Whitehead, advanced graduate of 1910, was for several years in charge of girls' schools in Chile and Bolivia, and later superintendent of all Indian Mission Schools in Bolivia, South America. Her work was carried on under the Methodist Board of Foreign Missions, 150 Fifth avenue, New York City. Recently she has returned to the United States.

Mrs. Gudrid Lundebj Ekeland, advanced graduate of 1914, spent several years teaching in the mission schools in China. She returned to the United States last spring and spent the summer studying at the University of Minnesota. Her home address is 475 West 152nd street, New York City, where she acts as part time assistant in the Child Welfare and Research Institute of the Teachers College at Columbia University.

Miss Emma Lindholm, advanced graduate of 1914, did home missionary work at Hilltop, Ark., then went to Ellada Orphanage at Asheville, N. C., up to June, 1927. Her present address is Crown Point, Ind.

Miss Pauline Redden Woolworth, of the advanced graduates of 1916, is a foreign missionary in Turkey. She was on leave of absence last year and spent part of the time in Moorhead.

**FACULTY MELTING POT**

**PILGRIM AND PURITAN**

Among those who speak and write very glibly of the influence of the Puritans in shaping American life and thought a very common error is that of confusing the Pilgrims and the Puritans. A proper understanding of these terms may free us from the danger of misconception and misstatement.

The Puritans were a group of people in England who believed that the middle ground adopted by the Church of England between the Catholic position on the one hand, and the thoroughgoing protestantism of the Calvinist movement on the other was altogether unjustifiable. They insisted that the church must be "purified" by substituting for the ritual carried over from the Church of Rome a greater emphasis upon preaching. The separatists were a group who rejected entirely the Church of England and its organization. They particularly objected to the authority of the bishops in the church as not in conformity with the teachings of the Bible. Instead of this authority, they insisted upon the control by the local congregation of its own affairs through the vote of its members. To this body of Separatists belonged the group who came to Plymouth in 1620, and who are known to us as the Pilgrims.

Another common error is to assume that the Puritans in coming to America became the founders of our American religious liberty. Freedom in religion is largely of American origin, but it can not be said that it was to any appreciable extent transplanted from England. It is true that these people came to America, the Pilgrims almost entirely, and the Puritans, largely, for the sake of freedom to follow their own religious inclinations, but they brought with them also the idea that the government should take upon itself the responsibility of compelling every one to support and attend the services of the church which they established. In this respect they were not different from the established church in England, or the Church of Rome. Only two leaders of note in the early history of English settlements in America, Roger Williams and William Penn, made any conscious contribution to the cause of religious liberty. As proof of the attitude of New England in general one need only refer to the fact that complete separation of church and state did not take place until 1833 in Massachusetts.

Both Pilgrims and Puritans have contributed to American life and character a great deal that is of value, and for that contribution is only that of men of vision of a future and of faith in the ultimate triumph of right and justice. American history furnishes many examples of such contributions.

—Samuel G. Bridges.

**THE CAMPUS RUNABOUT**

Last week I heard a wise bit of implied philosophy when Myrtle Nelson was being registered.

"You have a choice of two electives, 'History of Ornament' or 'Argumentation and Debate.' Which do you prefer?" the advisor asked.

Myrtle replied, "Well, I don't see any use in taking 'Argumentation and Debate' since I am not going to get married. I'll take the other, thank you."

Gowenlock claims of all the kinds of tests there are he prefers to give intelligence tests. "You see there's no remedial work needed in that case. If the marks are low all you have to do is 'use the axe on them.'"

I can tell you why Miss Frick appeared so thoroughly disgusted the other morning. You see she was cautioning her first hour students to be sure to refer to the gym course as Physical Education 255 when a Freshman spoke up, "But, Miss Frick, we don't have it at that time."

There has been so much talk about teaching "this period," "that period," and "those periods" that even the streetcar conductor inquired of me, "Say, who's teaching question marks

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